

Pojoaque Valley School District
DEPARTMENT OF INDIAN EDUCATION



Tribal Education Status Report

For School Year 2020-2021

Issued September 2021

Superintendent

Sondra Adams

Contents

| | |
|--|----|
| EXECUTIVE SUMMARY | 3 |
| INTRODUCTION | 4 |
| STATUTORY REQUIREMENTS | 5 |
| 22-23A-7. Report. | 5 |
| STUDENT ACHIEVEMENT | 6 |
| SCHOOL SAFETY | 7 |
| GRADUATION RATES | 8 |
| ATTENDANCE | 9 |
| PARENT AND COMMUNITY INVOLVEMENT | 10 |
| EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS | 11 |
| FINANCIAL REPORTS | 12 |
| CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES | 13 |
| SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE | 14 |
| PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS | 15 |
| SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS | 16 |
| INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS | 17 |
| Access to Native Language Programs | 19 |
| CONCLUSION | 20 |

EXECUTIVE SUMMARY

The Indian Education Department at Pojoaque Valley School District (PVSD) has implemented initiatives throughout the district to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships directly with the 6 Pueblo communities including Pojoaque, Nambe, Santa Clara, Tesuque, San Ildefonso, and Ohkay Owingeh. As well as aiding other Native American students who have other tribal affiliations. The Indian Education Department within PVSD is committed to collaborating with the surrounding Pueblo communities and addressing the needs of their students. The collaboration is vital and is a reflection that both entities can come together to improve the education of Native American students within the school district.

- **Student Achievement:** Did not perform end-of-year assessments due to the global pandemic. Results are in-conclusive and an unreliable picture of academic achievement for NM students. NM received an accountability waiver from the US Department of Education.
- **School Safety:** Due to the pandemic, all students were in-remote learning. Therefore, student infractions were fewer than 10. In conclusion, all schools have positive behavioral supports in place for students.
- **Graduation rates:** Over the course of four years, the graduation rate for American Indian students has declined. Overall, enrollment numbers for the district are down due to the pandemic and the stressors it has caused.
- **Attendance:** The attendance rates of American Indian students within the past five years have declined. Overall, there is a higher attendance rate for AI students in the elementary schools versus the middle and high school combined.
- **Parent & Community Involvement:** The education department at PVSD involves and participates in the Native American Parent Committee (NAPC) to collaborate ideas and goals that we have for our Native American students.
- **Educational Programs Targeting Tribal Students:** The Indian Education Act prioritizes support to meet the unique educational and cultural needs of Native American students. There are clubs and language classes within the schools that promote cultural awareness and appreciation.
- **Financial Reports:** The PVSD has accumulated a grand total of \$383,361 for the 2020-2021 school year. We have allocated these funds to cover educational expenses pertaining to remote learning and credit recovery programs.
- **Current Status of Federal Indian Education Policies & Procedures:** PVSD follows and abides by the IPP process, as well as reporting to the NAPC, tribal education directors, and the school board. The collaboration between such entities will ensure that the needs of American Indian children are being met.
- **Student Drop-outs:** The graduation rate of AI students has decreased at the same rate for the school years 2017-2018 and 2018-2019. The graduation rate of AI students, while still decreasing, is a lesser rate than the previous school years.
- **Public School Use of Variable School Calendars:** PVSD recognizes and validates eight days out of the school year as a culturally significant day for tribal students.
- **School District Consultations:** PVSD meets with Pueblo Educational directors once a month to relay student information to their respective directors pertaining to grades, attendance, and discipline.
- **Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students:** Tewa teachers (2) within the district were approved by the surrounding Pueblo communities from grades K-12.
- **Access to Native Language Programs:** Nambe Pueblo works with PVSD to help curate the Tewa Language Program so it can be accessible for students K-12.

INTRODUCTION

The Indian Education Act (22-23A-1 to 22-23A-8 NMSA) states, “a school district with tribal lands located within its boundaries shall provide a district wide American Indian Education status report to all tribes represented within the school district boundaries.” The New Mexico Public Education Department Indian Education Division has designated 23 school districts as “on or near tribal lands.” The intent of the report is to inform the tribes of the education of native students within the 23 districts using the 12 required indicators.

| School | Enrolled | | | School type | | | | | |
|------------------|--------------|----------------|--------|-------------|----|----|----|---------|---------|
| School Name | *AI Enrolled | Total enrolled | AI % | Elem | MS | JH | HS | Alt. HS | Charter |
| Pojoaque High | 106 | 636 | 16.67% | | | | X | | |
| Pojoaque MS | 51 | 320 | 15.94% | | X | | | | |
| SGA | 22 | 123 | 17.89% | X | | | | | |
| Pojoaque Interme | 39 | 235 | 16.6% | X | | | | | |
| Pablo Roybal | 67 | 443 | 15.12% | X | | | | | |
| 5 Schools | 284 | 1753 | 16.2% | | | | | | |

| Tribal Affiliation | # of student in District |
|--------------------|--------------------------|
| Santa Clara | 29 |
| San Ildefonso | 44 |
| Nambe | 71 |
| Ohkay Owingeh | 26 |
| Tesuque | 14 |
| Pojoaque | 46 |
| Other | 54 |

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.



(13) Access to Native Language programs



STUDENT ACHIEVEMENT

Objective.

For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education.

- This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic.
- Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.
- Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met.
- This includes the assessments for science readiness (ASR) since no reports will be available to districts.

Background.

See above

Methods.

See above

Results.

See above

Conclusion.

See above

Action Plan.

See above

SCHOOL SAFETY

Objective.

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background.

New Mexico looks at strategies to keep students, staff, and faculty safe in schools.” The School Safety plan offers new research and new approaches with the intent to: assist schools and their community partners in the revision of the school-level safety plans; prevent an occurrence and/or recurrences of undesirable events; properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and Provide the basis for coordinating protective actions prior to, during, and after any type of emergency. New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods.

Pojoaque Valley School District plan and practice safety and emergency preparation, response, and recovery. These efforts involve staff, students, parents, as well as local fire departments and law enforcement. During the pandemic, the district’s Security and Transportation department worked together to deliver meals, paper assignments, and perform wellness checks on students while they were in remote learning.

Student Infractions 2020-2021

| Discipline Infractions | Assault/Battery simple | Disorderly Conduct | Drug Violation | Tobacco Use |
|------------------------|------------------------|--------------------|----------------|-------------|
| # All Students | * | * | * | * |
| # AI Students | * | * | * | * |

*Indicates less than 10 students so results are masked

Results.

Due to the pandemic, students were in remote learning and infractions were fewer than 10. The collaboration between the Security and Transportation team was successful in delivering goods as well as making sure the students were safe. This proved to be essential especially with AI students living in their respective pueblos.

Conclusion.

All schools have positive behavior supports in place for students. When infractions do occur, we utilize progressive discipline, always inform families, and law enforcement when necessary.

Action Plan.

PVSD has two Native American liaisons that work with all Native American students, especially students that have disciplinary action. The District meets with the Native American Pueblo Educational Directors monthly. The District also meets with the Native American Parent Committee quarterly. Parents are encouraged to sign a FERPA (Family Educational Rights and Privacy Act) form, which enables PVSD to discuss student concerns with the Tribal Educational Directors. If there is a signed FERPA release, the District works with the Pueblo Educational Directors with each of the students in concern.

GRADUATION RATES

Objective.

The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background.

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods.

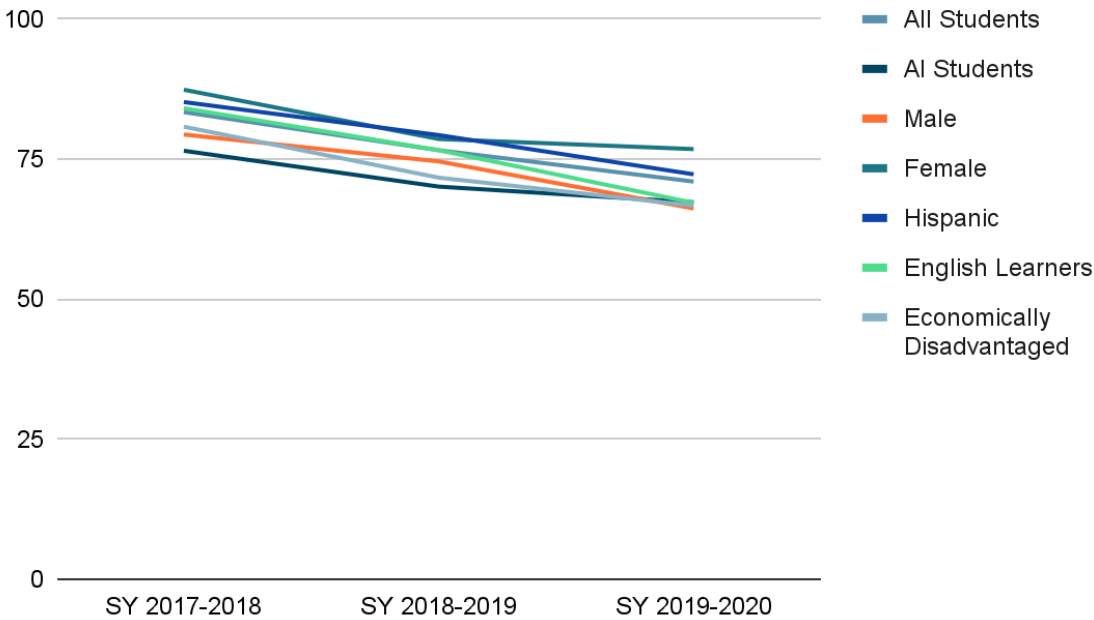
4 Year Graduation Rates 2017-2018, 2018-2019, 2019-2020

| Subgroup | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------|-----------|-----------|-----------|
| All Students | 83.4 | 76.6 | 71.0 |
| Male | 79.4 | 74.6 | 66.2 |
| Female | 87.4 | 78.6 | 76.8 |
| African American | * | * | * |
| Caucasian | * | 64.9 | * |
| Asian | * | * | * |
| Hispanic | 85.2 | 79.3 | 72.3 |
| Native American | 76.5 | 70.1 | 67.3 |
| English Learners | 84.1 | 76.6 | 67.2 |
| Economically Disadvantaged | 80.8 | 71.7 | 66.7 |

| | | | |
|----------------------------|------|------|------|
| Students with Disabilities | 73.6 | 67.7 | 62.7 |
|----------------------------|------|------|------|

*Indicates less than 10 students so results are masked

4 Year Graduation Rate (2017-2018, 2018-2019, 2019-2020)



Results.

Graduation rates across the district are falling, including for our AI population. Overall enrollment numbers are down and there are a lot of students moving both in and out of the district due to jobs available during the pandemic and other stressors that come with the pandemic.

Conclusion.

The graduation rate for our American Indian students has declined over the course of four years. However, the rate at which it has declined is consistent with the rate of all other subgroups.

Action Plan.

Our two Native American Liaisons will work closely with our AI students, their families, teachers, and the pueblo’s educational directors to develop a system of support, both academically and socio-emotionally. The school will partner with each pueblo to ensure that students have access to educational resources including tutoring services. Our Native American liaisons meet regularly with students who are struggling. We will hold FAFSA nights for families, students will be provided opportunities to engage in career explorations/job fairs. Our liaisons also work closely with our Tewa teacher in progress monitoring.

ATTENDANCE

Objective.

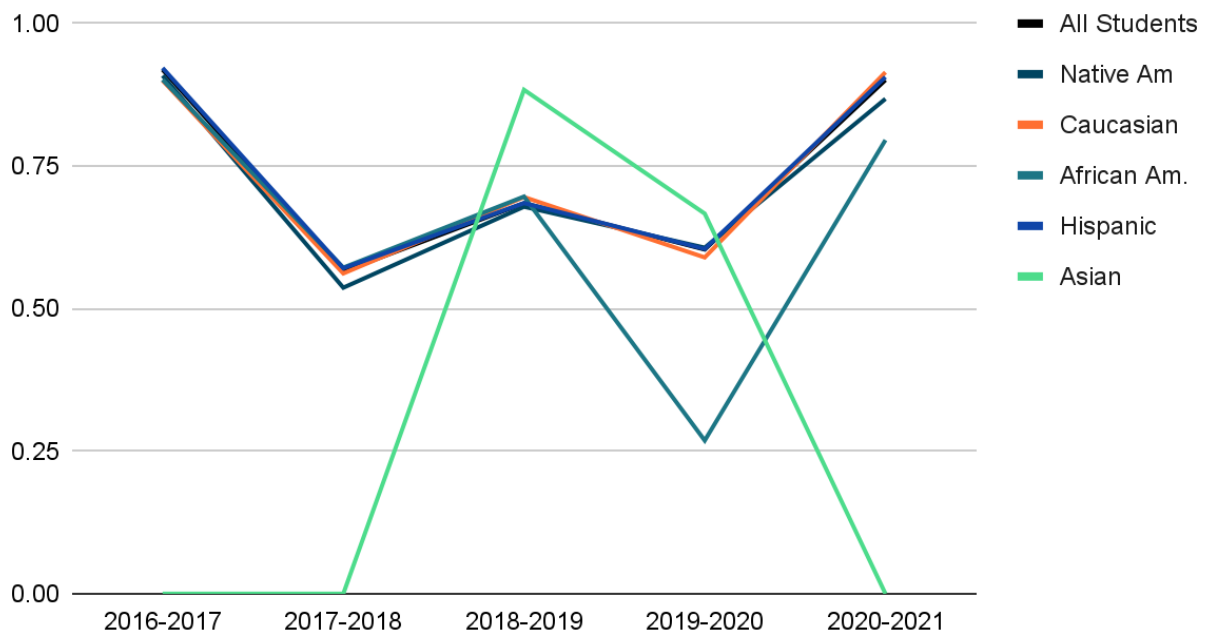
The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

Background.

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

Attendance Rates for the Past Five Years By Ethnicity



All Students Habitually Truant (over four years)

| 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------|-----------|-----------|-----------|
| 25.17% | 48.16% | 54.18% | 32.11% |

Attendance Rate by Ethnicity and Grade Level (2016-2017)

| School | Avg. School Attendance | M | F | Asian Rate | African Am. Rate | Caucasian Rate | Hispanic Rate | Native Am. Rate |
|-------------------------|------------------------|--------|--------|------------|------------------|----------------|---------------|-----------------|
| Pablo Roybal Elementary | 92.69% | 92.86 | 92.81% | 0 | 89.6% | 94.12% | 93.08% | 91.38% |
| Pojoaque High | 88.52% | 88.59% | 88.43% | 0 | 86.56% | 84.58% | 89.08% | 87.09% |
| Pojoaque Intermediate | 95.24% | 94.63% | 95.73% | 0 | 94.81% | 94.9% | 95.48% | 94.01% |

| | | | | | | | | |
|---------------------|--------|--------|--------|---|--------|--------|--------|--------|
| Pojoaque Middle | 93.65% | 94.24% | 93.18% | 0 | 95.75% | 91.04% | 93.94% | 92.95% |
| Sixth Grade Academy | 97.33% | 97.26% | 97.4% | 0 | 95.28% | 97.52% | 97.39% | 96.94% |

Attendance Rate by Ethnicity and Grade Level (2017-2018)

| School | Avg. School Attendance | M | F | Asian Rate | African Am. Rate | Caucasian Rate | Hispanic Rate | Native Am. Rate |
|-------------------------|------------------------|--------|--------|------------|------------------|----------------|---------------|-----------------|
| Pablo Roybal Elementary | 83.71% | 91.01% | 91.24% | 0 | 81.97% | 98.33% | 90.96% | 87.37% |
| Pojoaque High | 88.55% | 87.75% | 89.46% | 0 | 0 | 85.92% | 88.19% | 91.12% |
| Pojoaque Intermediate | 100.0% | 100.0% | 0 | 0 | 0 | 0 | 100.0% | 0 |
| Pojoaque Middle | 91.91% | 91.12% | 99.09% | 0 | 0 | 91.64% | 92.55% | 0 |
| Sixth Grade Academy | 98.77% | 100.0% | 96.30% | 0 | 0 | 100.0% | 96.30% | 0 |

Attendance Rate by Ethnicity and Grade Level (2018-2019)

| School | Avg. School Attendance | M | F | Asian Rate | African Am. Rate | Caucasian Rate | Hispanic Rate | Native Am. Rate |
|-------------------------|------------------------|--------|--------|------------|------------------|----------------|---------------|-----------------|
| Pablo Roybal Elementary | 92.86% | 92.81% | 92.80% | 0 | 96.82% | 94.30 | 93.17% | 90.96% |

| | | | | | | | | |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Pojoaque High | 20.57% | 20.37% | 20.77% | 0 | 19.22% | 19.91% | 20.55% | 20.96% |
| Pojoaque Intermediate | 94.73% | 95.19% | 94.19% | 0 | 89.09% | 94.20% | 94.75% | 94.90% |
| Pojoaque Middle | 94.13% | 93.89% | 94.34% | 88.37% | 99.08% | 92.82% | 94.51% | 92.74% |
| Sixth Grade Academy | 92.85% | 92.38% | 93.28% | 0 | 94.50% | 92.49% | 93.18% | 90.61% |

Attendance Rate by Ethnicity and Grade Level (2019-2020)

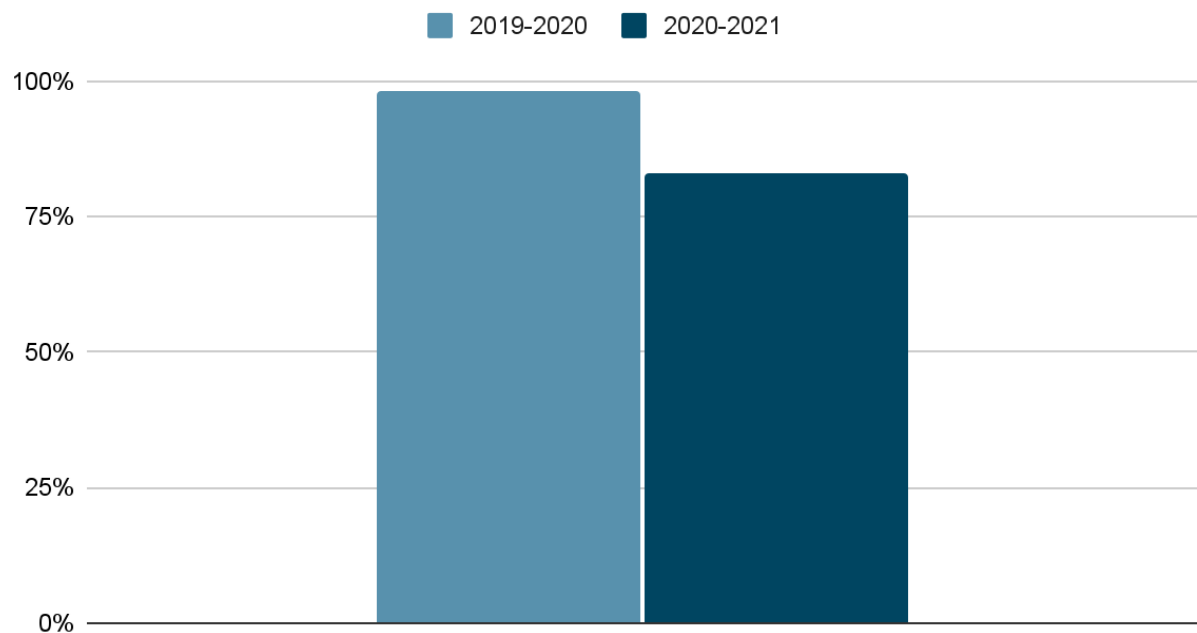
| School | Avg School Attendance | M | F | Asian Rate | African Am. Rate | Caucasian Rate | Hispanic Rate | Native Am. Rate |
|-------------------------|-----------------------|--------|--------|------------|------------------|----------------|---------------|-----------------|
| Pablo Roybal Elementary | 91.65% | 92.02% | 92.44% | 85.71% | 0 | 93.16% | 92.52% | 90.89% |
| Pojoaque High | 19.47% | 19.45% | 19.49% | 0 | 20.50% | 19.17% | 19.58% | 18.96% |
| Pojoaque Intermediate | 45.86% | 46.01% | 45.71% | 47.62% | 39.64% | 44.23% | 46.06% | 45.39% |
| Pojoaque Middle | 93.65% | 94.0% | 93.39% | 0 | 0 | 92.69% | 94.17% | 91.26% |
| Sixth Grade Academy | 95.30% | 94.50% | 96.04% | 0 | 0 | 94.29% | 95.61% | 93.35% |

Attendance Rate by Ethnicity and Grade Level (2020-2021)

| School | Avg. | M | F | Asian | African | Caucasian | Hispanic | Native |
|--------|------|---|---|-------|---------|-----------|----------|--------|
|--------|------|---|---|-------|---------|-----------|----------|--------|

| | School Attendance | | | Rate | Am. Rate | n Rate | Rate | Am. Rate |
|-------------------------|-------------------|--------|--------|------|----------|--------|--------|----------|
| Pablo Roybal Elementary | 94.06% | 93.70% | 94.69% | 0 | 0 | 96.81% | 94.68% | 90.88% |
| Pojoaque High | 90.06% | 89.35% | 90.66% | 0 | 90.57% | 90.96% | 90.45% | 87.44% |
| Pojoaque Intermediate | 92.12% | 91.10% | 93.01% | 0 | 0 | 92.32% | 92.34% | 91.03% |
| Pojoaque Middle | 91.71% | 89.96% | 93.45% | 0 | 0 | 92.34% | 92.04% | 88.99% |
| Sixth Grade Academy | 87.03% | 85.94% | 88.45% | 0 | 83.96% | 83.25% | 88.44% | 79.78% |
| | | | | | | | | |

Mobility Rates 2019-2020, 2020-2021



Results.

The overall trend in Student Attendance shows a sharp decrease between the 2016-2017 SY and the 2017-2018 SY. There is an increase in attendance between the 2017-2018 SY and 2018-2019 SY. Between the 2018-2019 SY and the 2019-2020 SY, the attendance rate decreases gradually. The attendance rate increases significantly between the 2019-2020 SY and the 2020-2021 SY. For the most part, the attendance rate of the subgroups, including the AI students, is consistent with all students. The attendance rate of AI students in the past five years is slightly lower than all students. Between the schools in the past five years, there is a higher attendance of AI students in the elementary schools versus the middle and high school combined. The mobility rates for the past two years have decreased from 98% to 83%.

Conclusion.

The Native American student's attendance is closely monitored by the Native American Liaisons. All students are monitored monthly and results are shared with the Pueblo Educational Directors at the monthly meetings. Each of the Pueblos support and assist PVSD in working with parents and families to ensure that the students are attending school.

Action Plan.

The Pojoaque Valley School district will continue to use the Native American Liaisons to monitor the attendance and truancy of AI students. The liaisons will partner with the school counselors to make sure that the student's well being is of the utmost importance. The liaisons will also continue to work closely with the surrounding Tribal Educational Directors to report the status and concerns of AI students.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

Background.

The importance of parent involvement in education has been documented as benefiting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods.

The district has a Native American Parent Committee (NAPC) that meets quarterly. The purpose of the NAPC is to bring representatives from our Native American community to discuss progress, concerns, and celebrations. Parents express their ideas and process implementation of academic programs. The participating pueblos include; Pojoaque, Nambe, Tesuque, San Ildefonso, Santa Clara, and Ohkay Owingeh.

The Governors from each pueblo are given the opportunity to appoint two individuals to the committee. We have hired two Native American liaisons who closely monitor academic and socio-emotional progress of students and provide support in these areas.

Each school also has a Parent Advisory Committee represented by families in our pueblos. They have an opportunity to learn about academic programs and offer their input on all school programs.

We offer Tewa language classes for all students grades k-12. Students continue learning about their language and culture as they progress through all grade levels in the district.

Results.

Overall student data is shared with the Tribal Educational Directors as well as end of year graduation rates and academic progress. If families sign the FERPA release, educational directors are given access to the student information system including academic progress and attendance. We look at class pass rates for Tewa and administer language assessments that demonstrate language use both in and out of the classroom. Our Native American families are invited to and have participated in the textbook adoption process making sure we are using texts that are culturally relevant and appropriate for students. The Native American Parent Committee was able to meet virtually four times during the school year.

Conclusion.

Having so many supports in place, at home, school, and within each pueblo, ensures that we have a system of checks and balances, making sure that no student is overlooked. These all contribute to increased academic performance, student wellness, behavior, attendance, and overall safety.

Action Plan.

We are in the process of strengthening our Equity Council and making sure that we have representation for all of our students including our Native American students and families. Our Native American liaisons will continue to interact extensively with our tribal educational directors and student families and meet regularly with students who need the most assistance by working with each school's counseling department and continue to strengthen the lines of communication between school/home. We plan to offer training to parents in the areas of navigating PowerSchool and continue to provide resources for student success as needed.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background.

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

Methods.

Pojoaque Valley Schools provides classes and clubs that are targeted to our Native American students. The district, with the pueblos assistance, offers Tewa language to students in grades Kindergarten through High School. The Tewa language classes are taught by staff that are approved by the pueblos. The district also offers Native American Clubs at the secondary level. All Native American Students can participate. The Districts and the pueblos also host luncheons for the Native American students. The Native American Club plans and organizes a Senior banquet for graduating Seniors toward the end of the school year.

Results.

We administer a Tewa assessment annually that demonstrates academic progress and areas of need. 6-8 graders had an opportunity to participate in a Mindset Math Camp Summer institute. All Native American students who participated had great attendance and successfully completed the program. There were a total of 168 AI students enrolled in Tewa classes.

Conclusion.

The programs targeting AI students are proving to be effective. On average, there is a greater participation of AI students in the Tewa language class versus the Tewa classes at both the middle and high schools combined. The importance of the programs targeting AI students not only raises self awareness, but is vital in both language and cultural preservation.

Action Plan.

The district will continue to strengthen our Tewa language program. The district would like to increase the AI participation of these programs. Overall, these programs would aid in the increase of student attendance and help lower dropout rates. The district will continue to partner with the surrounding pueblos to increase the support for AI students.

FINANCIAL REPORTS

Objective.

The financial objective is, through the use of public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

Background.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss

to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

Methods.

District Funding 2020 - 2021

| | | | | |
|-----------------|------------------------------------|--|---------------------------------|--------------------|
| | 25184 | 25147 | 27150 | |
| District | Indian Ed Formula Grant | Impact Aid Indian Education | Indian Education Act | Grand Total |
| Pojoaque Valley | 73,311 | 220,050 | 90,000 | 383,361 |

Results.

The district received funding for the 2020-2021 SY for AI students from the Indian Ed Formula Grant, Impact Aid Indian Education, and the Indian Education Act. The District saw a slight decrease in the amount of Indian Ed Formula Grant funding from \$73,507 in 2019-2020 SY. The funding from the Indian Education Act remained the same at \$90,000 from the previous school year. The District uses these funds to support AI students by: end of year events, student fees, testing fees, student travel, Native American Liaison and Tewa Teacher salaries, supplies/materials, field trips, professional development, and student equipment.

Conclusion.

The Pojoaque Valley School District provides two Native American Liaisons to monitor student’s academic progress, provide academic and personal support and work with teachers to provide for student needs.

Action Plan.

The District plans to offer professional development for Native American Liaisons and Tewa teachers. The Native American Liaisons will be instrumental in the collection of the Title VI Ed 506 Indian Student Eligibility Certification form. The Liaisons will coordinate with the District’s Registrar in the spring to implement a strategy to make the signing of the 506 form as part of the school registration process.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods.

Indian Policies and Procedures
Pojoaque Valley School District 2021-2022

The Pojoaque Valley School District attests that it has established Indian Policies and Procedures as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands.

- I. Policy 1 - Local Educational Agency (LEA) will disseminate to tribes, and parents of Indian children the relevant applications, evaluations, program plans, and information related to the LEA's education program and activities with one week advance notice.
 - A. The LEA will disseminate as soon as information becomes available, but no later than one week in advance of any meeting.
 1. The district will use preferred method of communication as indicated on the joint agreement for each Pueblo.
 - a. Assessment/Evaluation of Equal Participation in all Educational Programs
 - b. Indian Policies and Procedures (IPP)
 - c. Any Plans for District educational programs
 - d. Other
- II. Policy 2 - The Pojoaque Valley School District will provide an opportunity for the parents of Indian Children to provide their views on the District's educational program and activities, including recommendations. The LEA will:
 1. Notify tribes and parents of Indian children of the opportunity to



submit comments and recommendations, considering the tribe's preferred method of communication.

2. Modify the method of and time for soliciting comments, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

- A. Parents can provide feedback in NAPC meetings, send in an email, provide verbally to the Native American Liaison or to their Tribal Education Director.
- B. Indian parents and Tribes will be given notice of any and all meetings by email, through the Tribal Education Directors, and automated calling.
- C. The tribe will be notified by their preferred method by written communications, automated calls, email group, and through the website.
- D. If the consultation participation by parents of Indian children and tribes is low, the District will re-evaluate its consultation process.
 1. Consult with parents of Indian children and tribes
 2. Change communication method
 3. Change time of meeting

III. Policy 3 - The District will assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- 1) The LEA will share information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children.
- 2) The LEA will allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

- A. The Pojoaque Valley School District will evaluate the communication plan and the impact of the education program on Native American children.
- B. The District will compare Native American students to their academic peers in academic achievement, graduation and attendance.
- C. The District will evaluate the programs each spring and report to the Native American Parent Committee and the Tribal Education Directors at the summer quarterly meeting.
- D. The District will accept feedback for programs through the month of June.
- E. The meeting will be advertised one week in advance by preferred method of communication.

IV. Policy 4 - The Pojoaque Valley School District will modify the IPP if necessary.

- A. The District, Native American Parent Committee, and the Tribal Education Directors will review the IPP annually between August and October at the NAPC meeting.
- B. The Pojoaque Valley School Board and/or the NAPC and/or the Tribal Education Directors will decide on all recommended revisions to the IPP.
- C. Any changes by the Pojoaque Valley School Board will become effective immediately upon adoption and approval by the Board of Education no later than October of each



year.

D. The District will post a copy of the revised IPP to the tribe, parents of Indian children on the website. The District will provide a copy of the IPP to the Native American Parent Committee and Tribal Education Directors within 30 days of adoption by the School Board.

V. Policy 5 - The Pojoaque Valley School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children.

A. The District will annually keep track of and assemble all comments and suggestions received through the consultation process.

VI. Policy 6 - The Pojoaque Valley School District will provide a copy of the IPP annually to the affected tribe or tribes.

A. The District will provide a copy of the current IPP to the Pueblos of: Pojoaque, Tesuque, Nambe, San Ildefonso, Santa Clara, and Ohkay Owingeh by hard copy for signatures prior to submitting the Impact Aid Application.

1. Forms will be delivered to each Pueblo by hand with signature requested within two weeks.
2. Forms will be submitted to the Board of Education after all Pueblo signatures have been obtained.

Results.

IPP Consultations with Tribes

| | |
|------------------------------------|---|
| Spring | District evaluates programs for AI students. |
| Summer (through the month of June) | Assessment of evaluation is reported to the Native American Parent Committee and the Tribal Education Directors. |
| Fall (August - October) | IPP reviewed at NAPC meeting. Recommendations for change to IPP evaluated by School Board, Native American Parent Committee, and Tribal Education Directors. Decisions on recommended revisions are made by the School Board, Indian Education Committee, and Tribal Education Directors. Changes to IPP will become effective upon adoption and approval by the Board of Education. The Pojoaque Valley School District will post a copy of revised IPP to the tribe and parents of Indian children on the website. Copies of revised IPP will also be provided to |

| | |
|--|---|
| | the Native American Parent Committee and the Tribal Education Directors within 30 days of adoption by the Pojoaque Valley School Board. |
| | |

The District notifies parents of Indian children, tribes, and the public of all meetings at least one week in advance to ensure that all have time to review and provide feedback.

Conclusion.

The Pojoaque Valley School District initiates the process of the development and submission of the IPP process. The District will evaluate programs each spring and report to the Native American Parent Committee (NAPC) and Tribal Education Directors at the summer quarterly meeting. Areas of evaluation include: the Tewa language program, overall academic growth, and attendance. The District will accept feedback from parents of Indian children, the NAPC, and Tribal Education Directors for programs through the month of June each year. The District will modify the IPP if necessary, based upon the results of any assessment or input. The IPP is reviewed at the Native American Parent Committee meeting by the Pojoaque Valley School District, the Native American Parent Committee, and the Tribal Education Directors. Input can be made at the NAPC meeting, by writing to the Native American Liaison, by phone to the Central Office, or by contacting the respective Tribal Education Director. Recommendation for changes to the IPP will be evaluated by the Pojoaque School Board, the Indian Education Committee, or by the Tribal Education Directors. The recommended revisions to the IPP are decided by the School Board, the Indian Education Committee, and Tribal Education Directors. Any changes made by the Pojoaque Valley School Board will become effective immediately upon adoption and approval by the Board of Education no later than October of each year. The District will post a copy of the revised IPP to the tribe and parents of Indian children on the website. A copy will also be provided to the Native American Parent Committee and Tribal Education Directors within 30 days of adoption by the School Board. The District is in compliance with submitting the annual IPP.

Action Plan.

The District will continue to use the current IPP process in its creation and implementation. The collaboration between the District, parents of Indian children, Native American Parent Committee, and Tribal Education Directors ensures that the needs of American Indian children are provided for.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Objective.

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

Background.

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

4 Year Graduation Rate 2017-2018, 2018-2019, 2019-2020

| Subgroup | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------------------|-----------|-----------|-----------|
| All Students | 83.4 | 76.6 | 71.0 |
| American Indian Students | 76.5 | 70.1 | 67.3 |

| Reason Not Graduating for AI students | Total |
|---------------------------------------|-------|
| Still Enrolled | * |
| Withdrawn - GED | * |
| Transferred | * |

*Indicates less than 10 students so results are masked

Student Dropout rate 2019-2020 (one year lagged)

| Ethnicity | 2019-2020 Dropout rate Grades 7-12 | 2019-2020 Overall % Rate |
|--------------------------------|---------------------------------------|-----------------------------|
| American Indian/Alaskan Native | * | * |

| | | |
|-------------|----|------|
| Caucasian | * | * |
| Hispanic | 25 | 3.2% |
| Multiracial | * | * |

*Indicates less than 10 students so results are masked

Results.

The graduation rate of AI students has decreased at the same rate for the school years 2017-2018 and 2018-2019. The graduation rate of AI students, while still decreasing, is a lesser rate than the previous two school years. Reasons for not graduating are: the student was retained, transferred, or obtained a GED. The drop out rate for our AI student population shows less than 10 students and is therefore masked. The trend is consistent with most other subgroups.

Conclusion.

The district employs two Native American liaisons. The liaisons meet with AI students and monitor attendance, grades, and graduation status. The student's information is shared with their pueblo's Educational Director if the student's family has signed a FERPA waiver. School tutoring is available by the pueblos. The Pojoaque Valley School district offers electronic learning, dual credit programs, and credit recovery. The district provides Tewa classes from K-12 with two 520 teachers who are approved by the pueblos. Tribal leaders host luncheons for AI students. This allows the pueblos to maintain a presence within the school system and allows for interaction between AI students and their Tribal leaders. Every spring, the Native American Liaison hosts a Native American Banquet to recognize the achievement of graduating seniors.

Action Plan.

The district will continue to follow the Compulsory Attendance Law to ensure that there is regular class attendance by school age children at all grade levels. The Native American Liaisons will continue to monitor absences and report concerns for AI students to the Tribal Educational Directors and the Native American Parent Committee. The district will also continue to increase parent involvement to promote awareness.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective.

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background.

New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000- plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods.**Variable Calendar Days 2020-2021**

| | |
|-------------|-------------------------------|
| August 12 | Pueblo of Santa Clara Feast |
| October 4 | Pueblo of Nambe Feast |
| October 11 | Indigenous Peoples Day |
| November 12 | Pueblo of Tesuque Feast |
| December 12 | Pueblo of Pojoaque Feast |
| January 6 | Kings Day |
| January 23 | Pueblo of San Ildefonso Feast |
| June 24 | Pueblo of Ohkay Owingeh Feast |

The Pojoaque Valley School District uses variable school calendars to acknowledge, support, and provide opportunities for AI students to partake in self-identity, language, and cultural activities. The variable school calendar begins with a discussion and consultation with the Native American Parent Committee and Tribal Officials.



Results.

The District currently recognizes and validates eight days that are culturally significant to our AI students. The NAPC and tribal governments are consulted for feedback on which days are being observed within their pueblos.

Conclusion.

The Pojoaque Valley School District recognizes the cultural importance of Feast days for AI students within the surrounding pueblos. These Feast days are included in the school calendar. By adding these days to the calendar, the district provides AI students with the opportunity to participate in their respective traditions and cultural activities. Communication between the district, NAPC, and tribal officials is vital in excusing AI students to attend culturally important events at their respective pueblos.

Action Plan.

The district will continue to recognize the rich cultural diversity of the surrounding pueblos. The district will continue to consult the NAPC and tribal officials in the planning process of our school calendar.

*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective.

The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods.

The Pojoaque Valley School District meets in the Spring and Fall with Tribal Education Directors and the Native American Parent Committee. The district makes a proposal and discusses the Impact Aid expenditure. The same parties meet again in the Fall to discuss the Impact Aid process. The District holds monthly meetings with the Tribal Education Directors. Quarterly meetings are held between the district and the Native American Parent Committee. The Pojoaque Valley School District offers to meet with Tribal Governors once a year. The District also invites Tribal leaders to meet with AI students from their respective pueblos. The District facilitates the Native American Club and invites Native dancers for various events. The annual Senior banquet is organized and planned by the Native American Club. The District also recognizes Homecoming royalty for AI students.

Results.

In compliance with the District's Covid Safety procedures, meetings were conducted virtually. The Native American Parent Committee meeting was conducted four times last year. Meetings with the Tribal Education Directors were conducted every month. These meetings are crucial in understanding the needs of AI children and finding ways to support them. The District relies on the partnership between the Native American Parent Committee and Tribal Education Directors in the creation, change, and implementation of the Indian Policies and Procedures. These entities also help with the development of the Indian Impact Aid required every year.

Conclusion.

The Pojoaque Valley School district meets with the Pueblo Educational Directors once a month. The meeting presents an opportunity for the district to request assistance from the Tribal governments. In return, the district will provide information about school activities and programs. Also, with parental consent, the district provides the Educational Directors with student information on grades, attendance, and discipline. The Educational Directors also have the opportunity to share information on various programs that are offered in the pueblos.

Action Plan.

The District would like to increase the level of parent involvement and participation by encouraging parents to join the Native American Parent Committee. The District would like to strengthen its partnership with the surrounding pueblos in an effort to increase the overall success rate of AI students.

*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

Objective.

The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes

Background.

Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods.

This year, staff attended the virtual Government to Government Summit meeting on August 19, 2021. The summit allows for a meeting between the NMPED and Tribal governments as per the Indian Education Act. Tribal governments are encouraged to share their input on the education of AI students. The Pojoaque Valley School district works in conjunction with the surrounding pueblos for input, development and approval of curriculum.

Results.

One of the major concerns discussed at the Government to Government Summit that also affected the Pojoaque Valley School district was the internet connectivity issues in the area. The district was successful in acquiring and distributing chromebooks to be used for instruction during the pandemic. However, due to the signal support in the area, a large percentage of students had trouble accessing the internet from their homes. In most cases, the district implemented the distribution of paper packets to be sent to the student's home along with a meal delivery.

Conclusion.

The district employs two 520 Tewa teachers. These teachers are approved by the pueblos to teach Tewa students from Kindergarten through the 12th grade. The surrounding pueblos are conservative in preserving their language. The district works together with the Nambe pueblo to review and pace lesson plans for the Tewa program. The goal is to ensure that the Tewa language is supported at school and through the pueblos. The district uses pre and post tests to assess student growth.

Action Plan.

The district will continue to support the efforts of staff within the Indian Education department. Staff will attend Professional Development training, workshops, and meetings provided by the NMPED. The district will continue to work in collaboration with the pueblos to maintain and grow a Culturally responsive curriculum.

Access to Native Language Programs

Objective.

Ensure that American Indian students enrolled in public schools are given the opportunity to participate in a Native language program.

Background.

New Mexico amended the Indian Education Act in 2019 which provides assistance to school districts and New Mexico tribes in planning, development, implementation, and evaluation of culturally and linguistically relevant curriculum for American Indian students , as approved by Indian nations, tribes, and pueblos in New Mexico.

Methods.**AI Students Enrolled in Tewa Classes (2020-2021)**

| School | Grade Level | # AI Students |
|--------------------|---------------------|---------------|
| Elementary Schools | | |
| PRES | K-3 | 59 |
| PVIS | 4-5 | 32 |
| Middle School | | |
| PVMS/SGA | 6-8 | 38 |
| High School | | |
| PVHS | 9-12 | 39 |
| | Total # AI Students | 168 |

Results.

For the 2020-2021 school year, a total of 168 AI students were enrolled in the Tewa language program. Of those students, 91 AI students were enrolled in the Tewa class for Elementary students, and 77 AI students were enrolled in the Tewa class for the middle and high schools. Currently, the Pojoaque School District employs two 520 teachers who are certified and approved by the surrounding Pueblos to teach Native languages.

Conclusion.

The Pojoaque Valley School District has worked with Nambe Pueblo to pace the Tewa language program. The District works with Pueblos to hire Native Language teachers.

Action Plan.

The Pojoaque Valley School District will continue to review pacing with the Nambe Pueblo. The district will use pre and post tests to ensure instruction in the Tewa language. These tests will be used to assess student growth.

CONCLUSION

This Tribal Education Status Report includes data on American Indian student outcomes in 12 reporting areas. The report explains the collaborative efforts to support American Indian students between the NMPED, tribal entities, and the Pojoaque Valley School district during the 2020-2021 SY. The attendance rate for AI students over the course of five years is slightly lower than all students. Although the graduation rate for AI students over the past four years has declined, the graduation rate is consistent with all students. The Pojoaque Valley School District would like to increase initiatives to prevent the decrease in the number of student dropouts and increase attendance rates for AI students. Due to the pandemic, measures of academic achievement were not included in this report. The Pojoaque Valley School district would like to continue strengthening its relationship between the surrounding pueblos to increase the overall academic success of AI students.